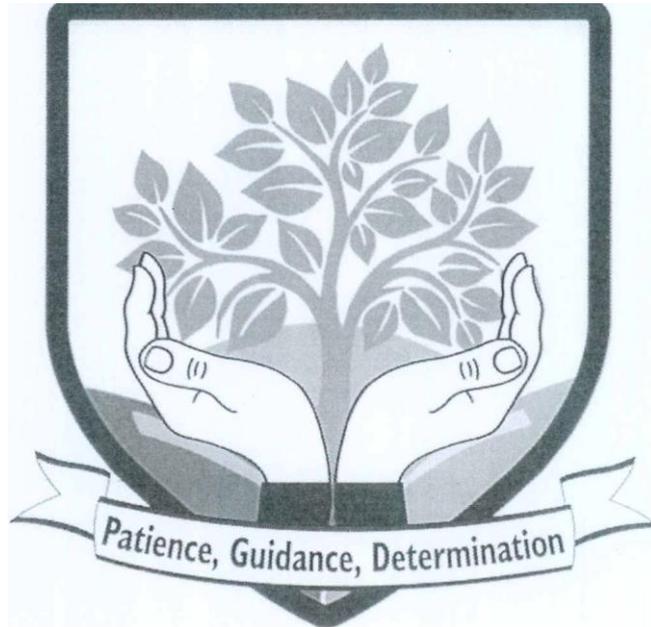


Meadow Park School



Safeguarding/Child Protection Policy-

Revised Jan 2017

Child Protection Co-ordinator/Strategic
Safeguarding Lead
Pip Parle

Child Protection Management Committee Member –
Brian Bradley

Operational Safeguarding Lead
Alicia Clarke

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Section 1 Policy Statement

This policy was last reviewed by the Management Committee on: 5th March 2015

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school.

Child Protection Statement:

'Meadow Park is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.'

Definitions:

A child includes anyone under the age of 18.

Child protection: *'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.'*

Safeguarding Children: *'Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.'*

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'

Keeping Children Safe in Education (DfE 2014)

Section 2

Policy Aims

This is a whole learning school document aimed at all staff, which includes The Leadership Team, Teaching and Learning Team, Inclusive Education Mentors, Administration and School Support Team, Catering and Cleaning Team, offsite educational providers, Management Committee and grounds maintenance and contractors. External groups that use the site must also be aware of the School policy, even though they may have their *Own* organisational policy document.

It aims to promote a safe environment where child safeguarding concerns can be managed in an appropriate way. It supports the Safeguarding agenda, and draws links through, and is reflected in, all relevant School policies and documents.

Meadow Park School is a place where children and young people of various abilities, cultures and ethnic backgrounds have the opportunity to learn and understand what is, and is not acceptable behaviour towards them.

Therefore the main aims are:

- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately
- To ensure that the Meadow Park school's practice meets local and national guidance.

Section 3

Key Principles

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (DfE 2014)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, any staff member can refer their concerns to children's social care directly
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. 'Concerns about a child should always lead to help for a child at some point.' (DfE 2014)
- The school understands its responsibility to request a statutory assessment lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and

development will be significantly impaired, without the provision of services.

- Keeping Children Safe in Education (DfE 2014) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. 'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.' Working Together to Safeguard Children (DfE 2103)
- The school will work with other agencies to ensure any actions that are part of a multiagency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and Knowsley Children's Safeguarding Board's procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

Section 4

Legislation and Guidance

Schools and colleges must have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DfE 2014). **This child protection policy should be read alongside this statutory guidance and all staff must read part 1 of this guidance.**

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

Working Together to Safeguard Children (DfE 2013) provides additional guidance and clearly states:

'Protecting children from harm and promoting their welfare depends upon a shared responsibility 3

and effective joint working between different agencies'

In addition, Working Together also reinforces the need to take action to provide Early Help before child protection is required:

'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.'

The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs according to Knowsley Children's Safeguarding Board Level of Needs framework sit below the requirement for a statutory assessment.

Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage.

Staff at Meadow Park work within the guidelines set down by the LA. All staff are made aware of the procedures to follow if there is a suspicion of abuse, of any nature, or if they have knowledge that abuse has taken place. On induction new staff are given information including the name of the designated Child Protection Coordinator and receive initial training regarding the definitions of abuse and the procedures of monitoring and recording to be followed. They will also be given a copy of the Child Protection Policy to familiarise themselves with its content.

Section 5

Definition of Abuse

Young people are considered to be abused or at risk of abuse by parents when the basic needs of the child are not being met through acts of either commission or omission.

Categories of abuse are:-

- **Physical Abuse**
- **Sexual Abuse**
- **Emotional Abuse**
- **Neglect**

The ability of staff to recognise the signs and symptoms of abuse will depend upon their experience and training, however **all** members of staff should be alert to the possible signs of abuse.

Signs and Symptoms of Abuse

- Unusual or deviant behaviour
- Bruises, lacerations or burns which are evident when young people change for PE and sports activities.
- Indicators of neglect e.g. inadequate clothing, poor growth, hunger or apparently deficient nutrition.
- Indicators of emotional abuse may include excessive dependence or attention seeking.

- Substantial behavioural change including sexual precocity or withdrawn behaviour.
- A child says they have been abused
- A child with non-accidental injuries and/ or injuries to the genital area
- A third party reporting that a child is being abused
- A child who is excessively sexualised
- A child who attempts suicide/self harm
- A child who sexually abuses another person.

This Child Protection policy has been written to comply with:-

- Keeping Children Safe in Education (DfE 14)
- Working Together to Safeguard Children (2015)
- KSCB Safeguarding Procedures Manual (2007)
- www.knowsleysafeguardingyoungpeople.co.uk
- Young people Acts (1989) (2004)
- Education Act (2002)
- Every Child Matters (2004) www.everychildmatters.gov.uk/publications
- Framework for the Assessment of Young people in Need & their Families (2000)
- What to do if you are worried a child is being abused (2006)
- Safeguarding Young people and Safer Recruitment in Education (2006)
- NSF National Service Framework for Young people, Young People and Maternity Services (2004)
- Knowsley Model of Young people in Need

It upholds the principle of Safeguarding and relates to other School policies including:-

- Admissions Policy
- Behaviour Management and Modification Policy
- Anti-bullying Policy
- Complaints Policy
- Equality and Diversity Policy This

is not an exhaustive list.

Section 6

Embedding Safeguarding in Schools

The School may be the only stable, secure and predictable element in the lives of young people at risk. Nevertheless, when at the School their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some young people actually adopt abusive behaviours and that these young people must be referred to services for appropriate support and intervention.

The School will endeavour to support the pupil through:-

- Ensuring the content of the curriculum encourages self esteem and self motivation.
- Ensuring the School ethos promotes a positive, supportive and secure environment

- for staff and pupils, and gives pupils a sense of being valued.
- Upholding the School's Behaviour Management and Modification Policy which is aimed at supporting vulnerable pupils in the School. Meadow Park School will endeavour to ensure that pupils understand that some behaviour is unacceptable, however they are valued and not to be blamed for any abuse which has occurred.
 - Liaison with other agencies which support the pupil such as Young people and Families Social Work Teams, Child and Adolescent Mental Health Services, the Educational Psychology Service, Stronger Families, Early Help Team, Youth Offending Service and the School Attendance Service.
 - Recognition that young people living in a home environment where there is domestic abuse, drug or alcohol misuse are vulnerable and in need of support and protection.
 - Vigilantly monitoring young people's welfare, completing Meadow Park's safeguarding sheets and notifying Young people and Families Social Work teams as soon as there is a cause for concern in line with the Knowsley Model of Young people in Need.
 - Initiating and contributing to the CAF/Early Help process.

The School will:-

- Wherever possible undertake appropriate discussion with parents to obtain consent to share personal information prior to involvement of another agency unless this may put the child at increased risk of abuse.
- Ensure that parents have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations in the induction meeting.
- Ensure that the parents are aware of any referral that has been made to the local area Young people and Families Social Work Team. Unless to do so would put the child at **increased** risk of significant harm.

Communication With Parents/Carers

The following statement is provided to parents and available on the school Website so they are aware of the school's responsibilities:

'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.'

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.

Section 7

Safeguarding Pupils who are Vulnerable to Extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Meadow Park values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Meadow Park is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5.

Meadow Park School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Section 8

SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

WHAT WE DO WHEN WE ARE CONCERNED

Where risk factors are present but there is no evidence of a particular risk then our DSL / LA Education Safeguarding Officer (ESO) advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the pupil/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) -

- The DSL can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The school will review the situation after taking appropriate action to address the concerns.

The DSL will also offer and seek advice about undertaking an early help assessment such as the Early Help Assessment (EHA) and/or making a referral to children's social care. The local family support and safeguarding hub can assist us.

If the concerns about the pupil/student are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

Section 9

Sexting In School

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Sexting may also be called:

- trading nudes
- dirties
- pic for pic.

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

However, as of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.

We at Meadow Park work closely with the police and other agencies and regularly share information.

Section 10

Child Protection Procedures

- We will follow the procedures set out in the Working Together to Safeguard Children (2015)

- In the event of a member of staff having a child protection concern about a child, they will immediately inform the Child Protection Operational Lead Alicia Clarke and record accurately the events giving rise to the concern using the Meadow Park Safeguarding Form (see appendix 2a)

- If Alicia Clarke is unavailable, the member of staff having a child protection concern should speak to the Strategic Lead Pip Parle, a member of the Meadow Park Leadership or Safeguarding Team or contact LA Education Safeguarding Officer for advice. Under no circumstances should the member of staff attempt to resolve the matter themselves.

- Taking no action does not safeguard young people. You should not assume that someone else will act.

- Staff are aware of the safeguarding Team and know to complete the safeguarding sheet using the information on the Safeguarding Board in the Staffroom. The staff will seek advice from the safeguarding team which includes Pip Parle who is the Child Protection Co-ordinator and Alicia Clarke, Sarah Kelly, Mark Strevens and Tracey Regan.
- As part of extended School provision, should any member of staff become aware of a child protection concern where the child is suffering, or is at risk of suffering Significant harm, they should contact the Young People and Families Social Care Knowsley Access Team (KAT) On 0151 4432600. They should record their concerns and actions on the relevant documentation, and inform Meadow Park's child protection coordinator as soon as possible on 07766603484.

Dealing with a disclosure

Do

- Stay calm
- Listen carefully - let the child tell their story and take it seriously.
- Keep the child fully informed about what you are doing / what is happening at every stage.
- Reassure the child that they have done nothing wrong and that what's happened is not their fault
- Make a full record of what has been said, heard or seen as soon as possible.

Do Not

- Promise confidentiality. Be honest about your own position, who you will have to tell and 10

- why.
- Ask leading questions (e.g. Did your Mother do this to you?)
 - Press the child for more details
 - Make promises. (e.g. This will never happen again)
 - Investigate any suspicions or disclosure of abuse.

Once a disclosure has been made, or a concern has been shared, the Child Protection Coordinator will consider the information and will make a decision of either,

- No further action
- Targeted support
- A safeguarding referral.

The child protection coordinator may make a contact call to the Local Area Young people and Families Social Work Team for further advice.

Having made a decision the child protection coordinator will contact the Local Area Young people and Families Social Work Team to make a referral. Where a child is at immediate risk of harm a written referral may be made using a CSC referral form (See appendix 2b).

In all other cases written referrals **must** be made on the Children's Social Care referral Form. If the Child Protection coordinator does not receive a written response from the Children's Social Care Team within 3 working days it is their responsibility to follow up the referral with the Team.

RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

If the child protection concern relates to a member of staff please refer to the L A Allegations Management Policy document. This procedure should be used in any case in which it is alleged that a member of staff, Management Committee Member, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the Chair of the Management Committee, who will decide on any action required.

Confidentiality and Information Sharing

Sharing information is essential in working together to safeguard young people.

Professionals and agencies are required to share information:-

- About young people and their health, development and exposure to possible abuse and neglect
- About parents who may not be able to care adequately and safely for young people
- About individuals who may present a risk to young people

Often it is only when information from a number of sources is shared and put together, that it becomes clear that a child is at risk of, or is suffering significant harm.

Where there are concerns that a child is, or may be at risk of significant harm, the needs of that child must always come first; the priority must always be to protect the child.

- If in any doubt about confidentiality, staff will seek advice from the Child Protection Co-ordinator, a member of the Safeguarding Team or a member of the Leadership Team.
- The Head of School or Child Protection Coordinator will only disclose information about a pupil to other members of staff on a need to know basis. The appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard young people.

Record Keeping

The School will:-

- Keep clear detailed written records of concerns about young people (noting the date, event and action taken), even where there is no need to refer the matter to Young people and Families Social Work Teams immediately. This information will be kept in the Safeguarding, Child Protection and Safeguarding File that is held in the Safeguarding Team's Office.
- In line with Working Together to Safeguard Children 2015 and KSCB Safeguarding Young people Procedures Manual, ensure all records kept clearly indicate statements of fact, opinion and second and third hand information.
- Ensure all records are kept secure and in locked locations.

The Records Management Society Of Great Britain, Local Government Group, Retention Guidelines For Schools, Version 5, 10th February 2006, outlines a schedule for record keeping in Schools as follows,

Basic File Description	Data Protection Issue	Statutory Provisions	Retention Period (Operational)	Action at the end of the administrative life of the record.	
Child Protection Files	Yes	Education Act 2002, s175, related guidance, 'Safeguarding Young people in Education' Sept 2004	DOB + 25 Years	Shred	Child Protection information must be copied and sent under separate cover to new School/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example) Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

Transfer of Child Protection Records

It is the responsibility of the Head of School to pass on confidential information to the Pupil's next school/learning school.

Checklist for transfer of records:-

- If a child moves to a new Borough, the Head of School should inform the child's Social Worker immediately.
- Arrangements should be made for records to be transferred. (See Appendix 4)
- A copy of the records should be made before the records are transferred
- All original child protection records should be forwarded for the attention of the Head Teacher of either the receiving school/learning school.
- **Only** on confirmation of receipt of the records in the receiving school/learning school, should all previous copies be destroyed in line with confidential waste guidelines.
- In the event of not being able to trace a child, Meadow Park's School Attendance Officer Jenny Rooke should be informed and will then complete a 'Children missing from education checklist'. If there is still no trace of the pupil then the Deputy Principal School Attendance Improvement Officer with responsibility for Pupil Mobility who is Phil McCaliog should be contacted on 0151 4435118 he will then make further regional, national and international enquiry.

If a Headteacher admits a new pupil and is aware that there are child protection concerns, every effort should be made to obtain the confidential information file from the child's previous school.

CAF/Early Help and Liaison with Other Agencies

- In order to effectively contribute to the Common Assessment Framework (CAF)/ Early Help Team Meadow Park School will actively participate in and contribute to the development of a common assessment of the needs of the child/family. This will include embedding the CAF/Early Intervention to facilitate earlier identification and intervention for young people with additional needs.
- Meadow Park will work to develop effective links with other DCFS services and relevant agencies, and cooperate as required with their enquires regarding child protection matters. This includes attendance and written reports at Initial Child Protection Case Conferences, core groups, strategy meetings and Child Protection Review Conferences.
- The School will notify the local area Children Social Care Team if:-
 - It should have to exclude (whether fixed term, or permanently) a pupil who is the subject of a Child Protection Plan, Child in Need Plan.
 - If there is an unexplained absence of a pupil who is the subject of a Child Protection Plan of more than two days duration from School (or one day following a weekend); or as agreed as part of any Child Protection Plan or Child in Need Plan.

Section 8 Monitoring and Review

This policy and procedure describes the Child Protection standards for Meadow Park School and will be monitored annually by Pip Parle, Leadership Team and Management Committee Member for Safeguarding, John Parkes.

Alternatively the policy will be reviewed if the child protection coordinator, Deputy coordinator or management committee member changes.

In the interests of promoting Safeguarding it is advised all staff receive a copy of the School Safeguarding Child Protection policy.

Signed:

Review Date

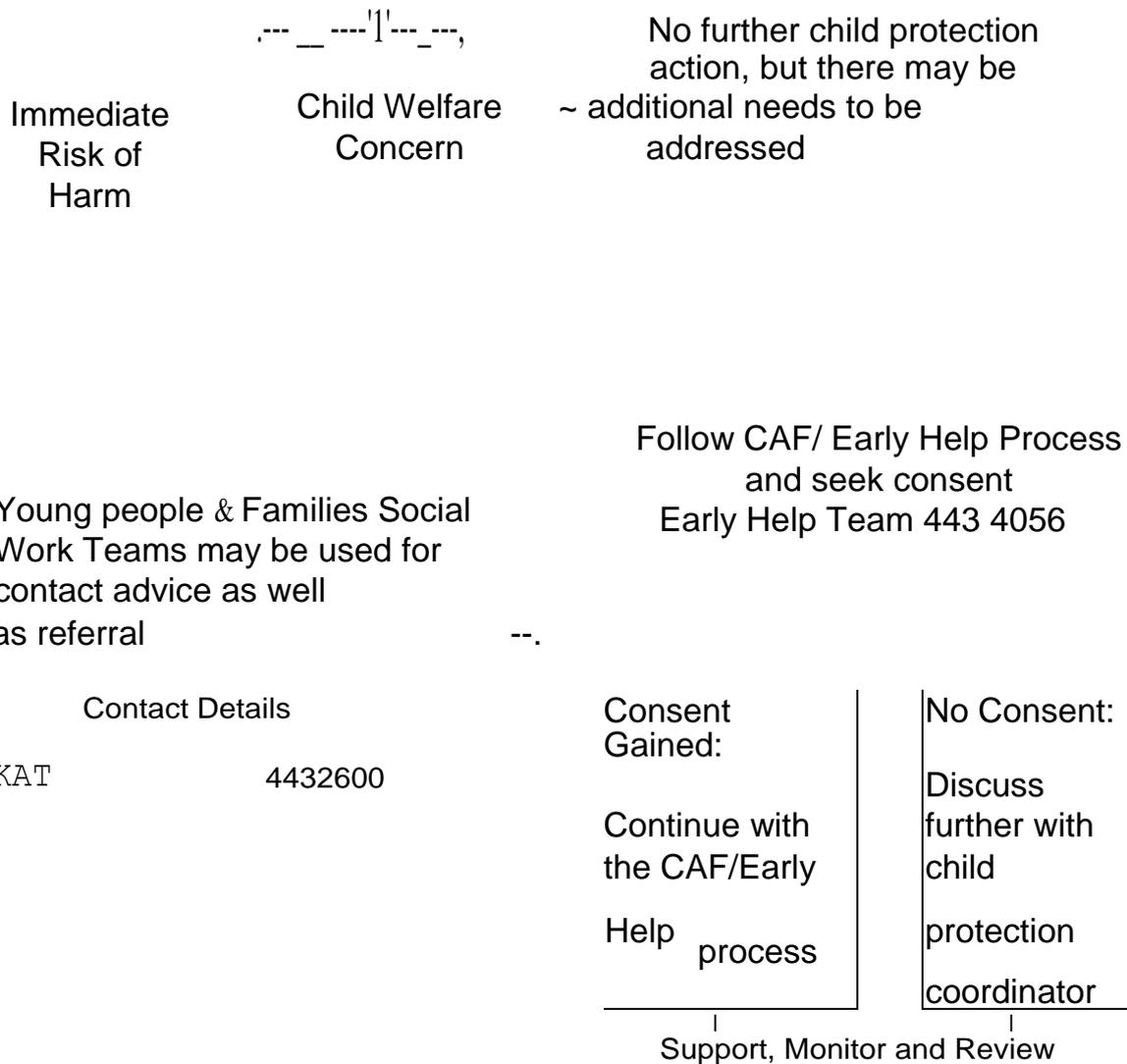
Appendix 1

Child Protection Procedures
Action Flow Chart

Discovery/Suspicion of Child Abuse or Neglect

1

Immediately Inform Child Protection Coordinator in School



Appendix 2a

Meadow Park Safeguarding Form

Meadow Park School Safeguarding Alerter Sheet

Student	
Staff Reporting	
Any others involved	

Date

Time

What were you told or what did you see/or what are your concerns

Staff_Signature _____ Date _____ Time _____
Print Name

Please ensure your line manager has seen this form and signed below:

MASH Referral completed Date Signed

Outcomes/Follow up

Signed Lead Officer for Safeguarding:

Date:

Knowsley MASH Team 0151 443 2600

alternative assessment) / Multi Agency Action Plan and Review Minutes	<p>If Yes, you can reference the CAF / alternative agency assessment if information is included in that form.</p> <p>NO</p> <p>If not provided with referral, a copy to be sent within 24 hours.</p>
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BASIC DETAILS			
Surname		First Names	
ActualDOB		ICS No.	
Ethnicity		Gender	
Nationality		Primary Language	
Unaccompanied Asylum Seeker <i>YIN</i>		Religion	
Does the child have a disability?		Nature of Disability	
School attended		SEN <i>YIN</i>	
GP		Health Visitor / School Nurse	

ADDRESS	
Home Address	(This would relate to the family home)
Temporary Address	(Please also indicate the reason for the child and family living in temporary accommodation)
Placement Address	(This would relate to children looked after by the Local Authority and where they are living, away from their family)
Telephone (Landline)	
Telephone (Mobile)	

PARTB						
FAMILY STRUCTURE						
Name	DOB	Relation to child named above	Address if different from	Person with PR	Sibling to be linked as also	Contact Telephone Number

			child named above		being referred	

SIGNIFICANT OTHER

Name	DOB	Relation to child named above	Address if different from Address of child named above	Contact Telephone Number

KEY AGENCIES INVOLVED

Name	Role	Address	Contact: Tel Number

PART C

Reason for Contact /Why are you concerned regarding the child /young person?

Cause for concern including details of any allegations, their sources, timing and location, does the child require emergency protection, details of alleged perpetrator, is this child at risk of significant harm, if yes please outline risks and include any

protective factors. Is this child in need of children's social care services; please specify what services and why.

Historical Information /Assessments

For example: risk assessment, agency assessment, historical CAF / alternative agency assessment, previous concerns or

incidents, length of agency involvement, issues identified etc.

Agency Assessment re Child

For example: Does the child have any special needs, what is the agency view of the child's emotional well being, physical condition, any behaviour issues, involvement and co-operation of parents, special needs of parents etc.

Protective Factors: -

Signature **Print Name**
.....

Date
.....

Agency Stamp

FOR CSC TO COMPLETE

How was the
Contact received -
(Tick)

TC:

E-mail:

FAX:

Other (please state)

Appendix 3

Roles and Responsibilities of Child Protection Coordinators & Nominated Management Committee Members.

The Chair of the Management Committee is: Mr Brian Bradley

The Head Teacher is: Mr Mike Marshall

The Designated Strategic Safeguarding Lead for Child Protection is: Miss Pip Parle

Those trained to provide cover for the role of Designated Safeguarding Lead are: Miss Sarah Kelly and Mr Mark Strevens.

The nominated Safeguarding / Child Protection Management Committee Member is: Mr Brian Bradley

The nominated Management Committee Member for dealing with allegations against the Head Teacher is: Mr Brian Bradley

The Management Committee should ensure that:

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education DfE 2014 and Working Together to Safeguard Children DfE 2013.
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the KSCB's Levels of Need Guidance.
- The Child Protection Policy is reviewed annually and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the DCSF Guidance for Safer Working Practices for Adults Working with Children (2009)
- The school's practice is reviewed in line with Local Authority guidance, Liverpool Children's Safeguarding Board priorities and any actions identified in the Local Authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of the school leadership team.
- The school has procedures in keeping with the KSCB for dealing with any allegations made against any adult working within the school.
- There is a nominated Management Committee Member, usually the chair, who is the case manager for managing any allegations against the Head Teacher.
- There is an additional nominated Management Committee Member to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the

safeguarding body.

- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of the Management Committee and safeguarding Management Committee Member should review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs and the progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.

Management Committees are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the Management Committee nor individual members have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

(Appendix 4) Receipt of Child Protection File

IMPORTANT
:

The receiving School must return this section to the issuing School

Name of receiving School:

Issuing School:

School Name:

School Address:

Child's Name:

DOB:

I confirm receipt of the child protection files on the above named pupil:

Name: Job title:

Signature:

Date:

Appendix 5

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis - the student / pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis - the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances - migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations - the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need - students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

MASH MULTI AGENCY REFERRAL FORM

This form should be used to access services for children at levels of the Continuum of Need. Once completed please email to Knowsley.mash@Knowsley.gcsx.gov.uk

WARNING

If you are sending this document electronically and you do not have a GCSX email account or are not in a secure network with KMBC (i.e. your email account does not end in u@Knowsley.gov.uk"), you must ensure that this document is password protected and sent as an email attachment.

You should then telephone 0151 4432600 to inform us of the password so that we can open it. If you have any queries about this, please do not hesitate to contact us.

If you have any questions regarding completing the form or would like to discuss your concerns with a member of staff, please contact the MASH on 0151 443 2600 The MASH office hours are gam - 5.00pm (Mon to Fri) Out of normal hours (including evening, weekends and bank holidays), please contact the Emergency Duty Team on 0151 4432600

Where you believe there is an immediate risk of significant harm please contact the police on 999

NAME OF CHILD(REN)			
Date of Birth			
Address			
Name of person completing contact or referral			
Relationship to child(ren) being referred			
Date		Time	
Telephone Number		Agency	STRONGER FAMILIES
Mobile Number			
Email			
Name of MASH Social Worker spoken to (If applicable)			
CONSENT & CONFIDENTIALITY			
Is the parent/carer aware of the referral?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
Has the parent/carer given consent to the referral being made?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	

If the answer to either of the above is No, please provide an explanation as it is essential that professionals work in partnership with families.

Children/Young People under 18 living at the above address

First Name	Surname	Alias	DOB (dd/mm/yyyy)	M/F	Age	School	Disability

ETHNICITY

The children's social care method of determining a child's ethnicity involves first asking the child about their ethnic identity. If they are not yet old enough to respond, ask their primary carer.

Ethnicity is now specified using the codes within the Common Basic Dataset (CBDS). The ethnicity of unborn children should be coded under "Information not yet obtained", even if it is thought to be known.

This item should not be left blank.

White British	D	White and Black Caribbean	D	Pakistani	D	Any other Black background	D
White Irish	D	White and Black African	D	Bangladeshi	D	Chinese	D
Traveller of Irish Heritage	D	White and Asian	D	Any other Asian background	D	Any other ethnic group	D
Any other White background	D	Any other Mixed background	D	Caribbean	D	Refused	D
Gypsy/Roma	D	Indian	D	African	D	Information not yet obtained	D

RELIGION

Christian	D	Jehovah Witness	D	Not Known	D
Atheist	D	Muslim	D	Other Religion	D
Hindu	D	Sikh	D	Refused to say	D
Jewish	D	Mormon	D	No Religion	D

If 'Other Religion' category chosen, please give details:

First Language Child/ren	ENGLISH	Interpreter Required?	YES D	NO D
First Language Parent/Carer	ENGLISH	Interpreter Required?	YES D	NOD
If required has an interpreter been arranged?			YES D	NO D

Describe the child/young person's physical characteristics
 e.g. Colour of Eyes, Hair, Skin, Approx Height and Weight and any Obvious distinguishing marks
FAMILY COMPOSITION AND HOUSEHOLD MEMBERS
 THIS INFORMATION IS REQUIRED TO ENSURE THE APPROPRIATE CHILD IS IDENTIFIED FOR ASSESSMENT

Name	Address	Tel. Number	Gender	DOB/ AGE	Relationship to subject / child	School (include UPN if known) Nursery Children's Centre	GP	Parental Responsibility (YIN)

SIGNIFICANT OTHERS - NOT OF THE HOUSEHOLD (for example parent or half sibling not living as part of the household)

Name	Address	Tel. Number	Gender	DOB/ AGE	Relationship to subject/child	Does this person hold parental responsibility? YIN	Is this person a known risk to children? YIN

REASON(S) FOR CONTACT OR REFERRAL

(If the information that you are sharing relates to more than one child in a household, please be specific about which child you are referring)

What are you worried about? What is the IMPACT (or potential impact) on the child/ren? Are there any issues affecting the family?
 (Development of child - health, behaviour, family relationships, signs of neglect. Continuum of Need.
 Any Parental Issues - Please indicate

Substance Abuse	<input type="checkbox"/>	Domestic Violence	<input type="checkbox"/>	Mental Health	<input type="checkbox"/>
Crime	<input type="checkbox"/>	Learning/Physical Disability	<input type="checkbox"/>	Other	<input type="checkbox"/>

If 'Other' category chosen, please give details:

The Child/Young Person's Voice

What did the child/young person say? What are your observations of the child/young person? What is the child's/young person's view on what needs to happen?

Outline your agency's role / services provided to the child and/or family. Please detail any additional

services you are already providing.

(If you or your agency have already completed an Early Help Assessment please attach)

What are the child's needs and parent's capacity for meeting those needs?

What action have you / your agency taken to date to address the concerns?

What's working well? *(Existing strengths and safety)*

What needs to happen? *(Future safety)*

Is there any additional information you want to add?

Agencies working with The Child/ren

AGENCY	NAME	TEL:	AGENCY	NAME	TEL:
Mentor / Inclusion Officer			Nursery		
School			Health Visitor (HV)		
School Nurse			Youth Offending Service (YOS)		

Community and Adolescent Mental Health Service (CAMHS)			Community Paediatrician		
Police			Early Help		
Family / Children's Centre			Other		
Are there any known risks to Professionals associated with visiting the family? YES <input type="radio"/> NO <input type="radio"/>					
If yes please provide details					
PARENTAL AGREEMENT Obtaining and sharing information from other agencies is an important part of the Assessment Process, as it gives a fuller picture of the child's circumstances and needs. In addition, other professionals may be able to offer services and support.					
DECLARATION I agree / disagree (delete as appropriate) to the sharing of relevant information between agencies					
Signature of Parent / Person with Parental Responsibility					
Date					
Signature of Person completing contact or referral					
Date					

Requests for services can only be accepted without consent if it deemed that to seek parental/carers agreement would place the child at increased risk of significant harm.

Working Together to Safeguard Children 2013

Please email the completed form to: - Knowsley.mash@Knowsley.qcsx.gov.uk

Please note that MASH will ensure that all contact or referral requests for a child with a Knowsley address will receive a decision made by a qualified social worker. Information containing safeguarding concerns will receive a response within 24 hours of being received into the service.

Consent to Store and Share Information

You are asked to consent to personal information about you / your child being shared with other organisations where it is appropriate to do so.

Information obtained during the assessment and subsequently, and any information already held, may be shared and others directly involved in caring for you / your child.

The purpose of sharing information is to enable suitable services to be provided, through a better understanding of strengths and needs. Access to the information will on be given to staff who have a reason to see it.

Information can be shared without permission where there might be a child at risk or has been harmed, or where a serious crime has or may be committed.

Your information is protected by the Data Protection Act 1998. This means that the information will only be used for the reasons we have stated. It will be kept safe and secure and you have the right to see what information is being kept about you, for additional information please refer to Knowsley's Private Policy.

I give my consent for information about me / my child to be shared with any appropriate agency in order to help me / my child receive a better service.

I understand that by signing this form I will not affect my rights under Data Protection or Human Rights law. I understand that at any time I can change or withdraw my consent by notifying the person who has completed this Assessment with me.

To consent to sharing information each family member must sign below, or be signed for (if family member(s) are unable to sign for themselves).

To consent to sharing information each family member must sign below, or be signed for (if family member (s) are unable to sign for themselves). I understand I may add to or withdraw consent at any time by informing the Key Worker/Lead Practitioner.